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SBA

Business Basics

Training and Developing Employees

A Self-Instructional Booklet
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GUIDESHEET

TRAINING AND DEVELOPMENT OF EMPLOYEES

INTRODUCTION

This booklet is part of a series intended to help small businesspeople increase their knowledge of, and skills in, various aspects of business management. Other booklets in the series may be obtained from the nearest Small Business Administration field office.

Training and Development of Employees looks at the ways that employees can be helped to become more effective in their work. It covers the following topics:

- the training cycle
- knowledge/skill profiles
- performance problems
- developing a training plan
- training methods
- conducting training
- evaluating the results of training
- motivating an individual to learn
- employee development

As a result of completing the booklet, the small businessperson should:

1. Be more aware of how training activities can help to improve employee performance.

2. Be better able to assess the learning needs of employees and develop effective training plans for them.

3. Have greater skills for evaluating the results of training and developing proper follow-up techniques to determine whether training actually has improved performance.

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Joan Newman, the owner of a small sporting goods store, was heard complaining how difficult it was to effectively train her employees. "No matter how many times I show Tom how to install ski bindings, or show Bob how to close a sale, they always seem to forget something along the way and botch things up. What am I going to do? They are both generally good employees - I'd hate to have to lose them."

On the other side of town, in a small automotive parts store, Lewis, the manager, was wondering how he could develop an employee to become an assistant manager to the store. "This fellow 'Richie' is my best employee, but he just doesn't know a thing about management. The fellow is bright though and learns quick. I'd really like to see him become my assistant, rather than some wise college kid who knows a lot about management, but nothing about my business."

Both these business owners/managers can benefit from greater knowledge of the way employees can be helped to become more effective in their work.

OVERVIEW AND PURPOSE

This particular booklet should help you to:

1. Gain a better understanding of training activities and techniques which can help to improve on-the-job performance of your employees. Here will be discussed:

    - o why problems in performance occur
    - o how to assess the learning needs of your employees
    - o how to develop a training plan
    - o how to conduct training with an individual and with small groups
    - o how to evaluate the results and develop proper follow-up

2. Develop plans to increase the skills and abilities of your employees so that they may assume more important and responsible positions within your firm.

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FORMAT

The information in this booklet is presented in a unique way. For example, following each key thought will be a question or series of questions to which you will be asked to respond. These questions will require you to restate the key points described in the paragraphs immediately preceding the question. In each case, you should write a few notes on how you would respond to the question directly on the page in the space provided so you will have it as a permanent record for review. NO NEED TO WRITE COMPLETE SENTENCES - just a few words to indicate your thoughts. A good answer to each question will be given in the box on the first even numbered page which follows the question. Your answers need not match the booklet answers exactly.

It will, of course, do you little good to look ahead at the answers before writing out your own. The whole purpose of this type of learning format is to give you a chance to see whether you clearly understand and remember the information by writing it out before you check the answer.

In addition to the questions, you will be asked to work on several on-the-job activities. These will be brief suggested assignments which will give you a chance to apply one or several of the concepts discussed in the booklet to actual work situations in your own firm. If possible, you should discuss these assignments with someone whom you consider knowledgeable in personnel work so you can benefit from any ideas which come up.

It is important to note here that this booklet is not intended to provide you with exhaustive information on this topic. Nor is it designed to tell you how to run your business. Rather, the booklet is intended only to increase your knowledge and skills by reviewing some basic practices that are appropriate for use in small firms. They can easily be modified to best serve the needs of your own firm.

INTRODUCTION

Training is really only another word for helping people learn. Almost everybody has helped someone learn something at one time or another. You have probably already helped some of your employees learn what they are supposed to do and how they are to go about it.

So why should you study a booklet about training techniques? Simply because some ways of training will help your employees learn faster, better, and at less cost to you, than other ways of training.

THE TRAINING CYCLE

No matter what method of training you use, good training technique begins with the training cycle. Your employees will benefit most from your training efforts, if you follow the cycle step-by-step:

1. Analyze learning needs - what knowledge and skills do your people need for their work that they do not already possess?

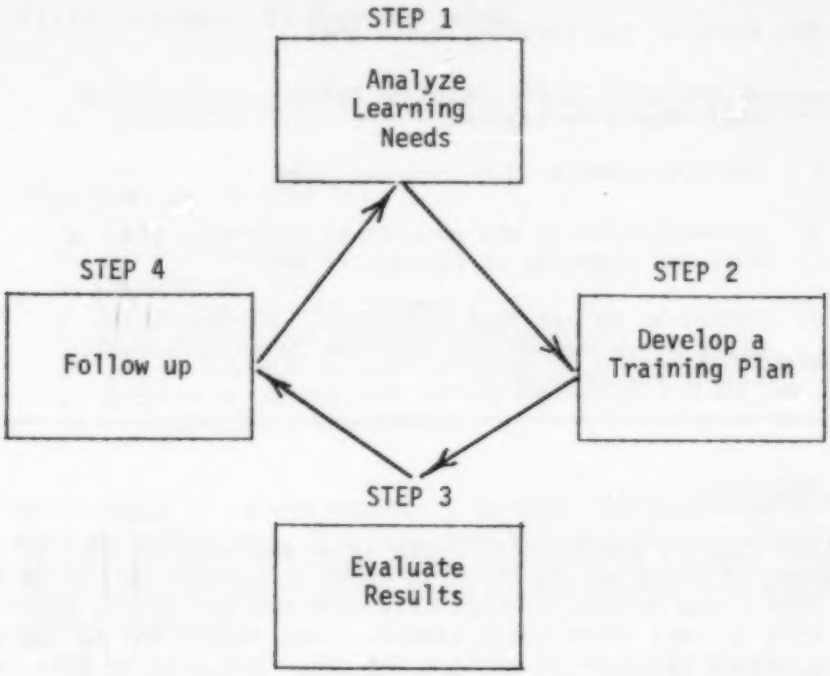
2. Develop a training plan (in conjunction with the learner) which lays out what has to be done so that the learner will acquire the knowledge and skills that have been decided upon in the needs analysis.

3. Evaluate results - determine what has been learned and what remains to be learned and whether the results of that learning are indeed the ability to do the work better.

4. Follow up to see that additional learning takes place where needed and that the learning actually brings better work performance.

The training cycle is perhaps best seen in the simple diagram on page 3.

Diagram of the Training Cycle



But training is not all that is needed if you want a fully competent staff. You also have to consider the development of your employees, which is different from training, but also very important.

Training is primarily for the current job. Development and career planning concerns preparation for future positions where the individual may be of even greater service to the organization.

1. *What are the steps in the training cycle?*

   Your Answer: (Remember, in this question, as well as in future ones, there is no need to write complete sentences - just key words on how you are answering the question. A good answer is on page 4.)

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Book Answer

1. *The steps in the training cycle are:*

   1. *An analysis of the learning needs - to determine what should be learned.*

   2. *The development of a training plan.*

   3. *An evaluation of the results to determine what additional learning is needed, if any.*

   4. *Follow-up to see that additional learning takes place where needed and that the learning actually brings better work.*

NEEDS ANALYSIS

The first step in the training cycle is an analysis of what it is the person or group has to learn in order to perform better on the job. With a new person, particularly with one who has no experience, this is very often quite simple. That person has to learn all the basics required to perform the job. But even in this case, it is necessary to organize what has to be learned so that learning will proceed in an orderly fashion. Learning should start with the simplest or the most fundamental material, or with that which allows the new person to begin on the job.

Since people possess some knowledge and skills to begin with, it is both wasteful and degrading to train them in areas which they already know. It is, therefore, a good idea to first find out both what a person needs to know and what he or she already knows, before you begin to train that person. One useful tool for determining this is a 'knowledge/skill profile'*, which is simply a list of all categories of knowledge and skills required for the job.

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*There are different ways to build a knowledge/skill profile. Probably the easiest way is to build it out of a job description. You may want to refer to the booklet entitled, Basic Personnel Management Tools , to see how a knowledge/skill profile can best be built.

For example, a knowledge/skill profile for the position of a gas station attendant is provided below.

KNOWLEDGE/SKILL PROFILE FOR A GAS STATION ATTENDANT

Knows how, or is able to:

- o greet customers
- o operate gas pump
- o check and service fluids
- o sell automotive products and services
- o accept payment in cash or credit card and give change
- o operate emergency and safety equipment and be familiar with safety procedures

Notice that it is not necessary to make the knowledge/skill profile very detailed. For instance, the ability to 'check and service fluids' is listed above, rather than listing 'check oil, check battery fluid, check transmission fluids, check window washer fluid, etc.'

In other positions, making hamburgers or typing could be skills. In highly technical jobs, of course, a skill could be a much more complex matter. For an engineer, a skill item could be to design beams to carry the indicated load; for a personnel manager, the ability to interview a candidate and to gain the appropriate information.

2. *Below is an incomplete knowledge/skill profile for a secretarial position. Add to this list further knowledge/skill items that you think would be appropriate.*

KNOWLEDGE/SKILL PROFILE FOR A SECRETARIAL JOB

Knows how, or is able to:

- *type in excess of 40 words per minute*
- *take shorthand or perform stenotyping*
- *perform receptionist duties*
- *have a basic knowledge of the firm*

Your Answer:

Once a knowledge/skill profile is available, it is then fairly easy to review how proficient the employee is in the various knowledges and skills needed for competent performance of the job. If some measure of importance is also decided on for each line, then priorities can be set so that training will take place first on the most important subjects.

An example of an evaluated knowledge/skill profile is shown on page 7.

Notice that each item's 'importance to the job' was determined first. This rating remains the same for all employees occupying the position. For example, a '3' next to 'typing' means that typing would always be considered an important secretarial skill, no matter whether J. Fangler or some other employee in a secretarial position performs it.

Secondly, the 'present ability' of each employee is rated. In the present example, a '0' indicates that J. Fangler has good or excellent typing ability.

Finally, the 'priority' or the urgency of training in a particular knowledge or skill is determined for each employee by simply multiplying the 'importance to the job' by the 'present ability' of the employee. In the present example, an '0' indicates that a low priority should be given to improving J. Fangler's typing skills, since although typing is very important, Fangler is already quite good at it. On the other hand, a '6' indicates that top priority should be given to improving J. Fangler's receptionist skills, since these skills are very important and Fangler is not competent there.

KNOWLEDGE/SKILL NEEDS ANALYSIS

Employee: J. Fangler Position: General Secretary
Date: 7/5/79

Knowledge/Skill Category	Importance to Job 1. Minor importance 2. Average importance 3. Major importance	Present Ability 0. Good or excellent 1. Fair 2. Unsatisfactory or poor	Priority 0. Low 3. Avg. 6. High
Typing	3	0	0
Shorthand	2	2	4
Stenotyping	3	1	3
Filing techniques	2	2	4
Typing from a dictating mach.	3	1	3
Receptionist duties	3	2	6
Basic knowledge of the firm	3	2	6
Bookkeeping/record keeping	2	1	2
Ability to screen calls	3	1	3
Ability to screen applicants	1	1	1
English grammar	3	0	0

A separate knowledge/skill needs analysis can thus be completed for each employee to see what the greatest needs of each employee are, and to decide where training should begin.

Book Answer

2. *A complete knowledge/skill profile for a secretarial position might look like the one below:*

KNOWLEDGE/SKILL PROFILE FOR A SECRETARIAL JOB

Knows how, or is able to:

- *type in excess of 40 words per minute*
- *take shorthand*
- *transcribe shorthand and dictating machine tapes*
- *perform receptionist duties*
- *have a basic knowledge of the firm*
- *keep records and/or books*
- *file documents and letters*
- *speak and spell well in English*
- *type from a dictating machine*
- *screen calls*
- *screen job applicants*

ANALYZING PERFORMANCE PROBLEMS

Suppose that two employees, M. Fleener and T. Krazney, are not performing very well on the job. Their work is behind schedule and sometimes there are even quality problems. The owner knows that both could do much better because they have been in their jobs for some time.

But how can a performance problem exist if the employees are trained adequately and know their jobs?

Often when a problem with employee performance is observed, it is automatically assumed that the employee requires additional training. The lack of ability to perform properly is, of course, a common cause of problems in performance. Lack of training, however, is not the only reason why things are not done the way they should be done. For this reason, as part of your needs analysis, it is important to investigate problems in performance, before beginning a training program. This is especially true in cases where employees seem to already be well trained.

In a famous book entitled, "Analyzing Performance Problems", Drs. Mager and Pipe have identified several reasons why people do not do what they are expected to do. These reasons are perhaps best portrayed in the situations described below:

1. Performance doesn't seem to matter. Suppose that you are the owner of the shop and that the two employees, M. Fleener and T. Krazney, used to be very productive. Both would work industriously and at times Krazney would exceed the production standards. Because you were happy with their work, you never saw any reason to speak with them. After a while, however, Krazney begins to wonder whether the extra effort put into the job is worth it. "Whenever I work my tail off to produce good work, nobody seems to appreciate it. Why should I work harder than Fleener? I don't get nothing for it." Krazney soon begins to slow down a bit to produce average work like Fleener.

   Still, the work of both employees is satisfactory, so you see no need to say anything. Unfortunately, perhaps you should have spoken up, because Fleener notices your silence and draws the conclusion, "Hey, Krazney is taking it easy and the boss doesn't care! I guess it doesn't matter whether one performs well around here or not". Needless to say, soon there are two well trained problem employees.

   Will additional training help in a situation such as this? Probably not, for what good will it do to train employees who already know their job? Usually, all you need do to clear up such a situation is to check on your employees' work from time to time and let the employees know how they are performing.

2. Non-performance is rewarding. This could be a situation where one of your employees, say Paul Gomez, performs excellent work. Since Gomez is quite capable, he can finish fairly quickly. Several times you congratulated Gomez with a, "Nice job, Paul", and assigned him more work than others. Gomez, of course, becomes aware of that and thereafter rarely does more than he feels will satisfy you.

   Here is another case where additional training won't help to overcome a problem in performance. Instead it is necessary to reward employees adequately for additional effort on their part.

3. Other obstacles may exist which prevent good performance. If employees are well trained, but poor scheduling, improper flow of information, or poor materials hold up their work and create problems, then any amount of additional training will not solve the problem.

In fact, in all of these situations, managerial actions have to be taken to eliminate the obstacles before the performance problems can be completely resolved.

3. *List three obstacles to good performance where training, by itself, will not overcome the problem.*

Your Answer:

ON-THE-JOB ACTIVITY 1

To further improve your skills in assessing training needs, prepare a knowledge/skill profile for one or two positions in your own firm. It would be best to prepare a profile for a position where some training may be needed.

After preparing a profile, rate the importance of each item to the job. Then select an employee (preferably one who could use some training) and rate the present ability of the employee to perform each item, as shown on page 7 for a secretary.

From your knowledge/skill needs analysis, you should be able to determine where training needs exist and assign them priorities.

If possible, discuss your thoughts with a person whose opinion you respect and see what additional ideas come from such a discussion.

DEVELOPING A TRAINING PLAN

After identifying the learning needs of employees and setting priorities for training, specific training plans can be prepared.

A complete training plan should consist of:

1. Priorities for the various training needs. This may be done by a knowledge/skill profile as on page 8 or by conducting a knowledge/skill needs analysis as on page 7.

2. The training method that should be used to satisfy each need, including the designation of the person or organization who will accept the responsibility for each segment of the plan.

3. The date by when each segment of the plan is to be completed.

4. Designation of the person who can provide help and guidance during the entire training process.

5. Follow-up on each item to see that learning has taken place.

6. Help and remedial training where indicated by the follow-up.

7. Follow-up to ensure that what has been learned is being properly applied to the job.

8. Recognition to the employee for achievements in learning.

9. Arrangements for coaching so that the more sophisticated aspects of the job can be learned.

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Book Answer

2. Three obstacles to good performance where training will not, by itself, overcome the problem are where:

1. Performance does not seem to matter - the employee is ignored whether the job is done right or wrong. This leads the employee to conclude that it doesn't matter whether one performs properly or not.

2. Non-performance is rewarding - a manager gives more work to employees who perform well, and gives less work to employees who perform poorly. Therefore, employees suffer for doing good work.

3. Other obstacles exist which may prevent good performance - such as poor scheduling, improper flow of information, or poor materials. Such conditions make it difficult even for well trained employees to perform well.

An example of a segment of a training plan as used in a ski shop is in the form of a table.

Program Incentive: free lift tickets at completion of training

Training Need: Binding Installation

Employee	Training Method	Instructor	Date for Completion	Ability at Completion Date: Pass	Ability at Completion Date: More Trng. Needed
Jim	Class and on-the-job	Bob	10-1	✓	
John	Class and on-the-job	Bob	10-1	✓	
Ed	Class and on-the-job	Bob	10-1		Make up 10-7

(continued)

Training Need: Ski and Boot Selling

Jim	On-the-job	Bob	10-15	✓	
Sally	On-the-job	Bob	10-15	✓	
John	On-the-job	Bob	10-15	✓	

Training Need: Ski Release Check

Jim	On-the-job	Ski Rep.	10-20	✓	
Ed	On-the-job	Ski Rep.	10-20	✓	

Here, the training needs are listed for all employees on one plan, in order of their importance for these employees, from learning how to install ski bindings to learning how to check ski releases. The training method selected for the first two skills was a brief class and on-the-job training administered by skilled employees. Since the last training need involved learning how to use a new machine, a representative from the binding machine company was called in to instruct the employees.

As can be seen, the dates the training needs are to be completed are indicated in the table. At the end of each instructional session, learning was assessed and the ability to perform the skill on the job was tested. It can be seen that Ed required some remedial training in Binding Installation, which was completed on 10-7.

After all the skills are learned, the employees are rewarded for their accomplishments by being granted free lift tickets for the weekend at a local ski area.

ON-THE-JOB ACTIVITY 2

Using the knowledge/skill profile which you created in On-the-Job Activity 1, and which indicates for each item, both the extent of the employee's present competence and the importance of these respective items to the job, prepare a plan showing:

- o in what order these subjects will be learned
- o how, when and where the training will take place
- o by when it will be completed, and
- o how success will be judged

If possible, discuss your thoughts with a person whose opinion you respect and see what additional ideas come from such a discussion.

TRAINING METHODS

There are many ways in which an individual can acquire the knowledge and the skills needed to perform properly on the job. Among these, the most widely used are:

1. On-the-job training
2. Formal apprenticeships
3. Use of schools and seminars
4. In-house informal classes with small groups
5. Job Rotation
6. Coaching

On-the-Job Training

This is the most frequently used of all training methods. It is practiced with every new employee, by every firm. In order to assure the best results, you should follow the four basic steps as explained in the chart on page 15. These steps are:

1. Prepare the learner.
2. Present the task.
3. Try out the learner performance.
4. Follow up.

Study the chart now so you clearly understand it.

The Four Steps of On-the-job Training*

STEP	PURPOSE	HOW ACCOMPLISHED
1. Prepare the learner.	A. To relieve tension. B. To establish training base. C. To arouse interest. D. To give him/her confidence.	A. Put him/her at ease. B. Find out what he/she already knows about task. C. Tell relation of task to mission. D. Tie task to his/her experience. E. Ensure that he/she is in a comfortable position to see you perform the task clearly.
2. Present the task.	A. To make sure he/she understands what to do and why. B. To ensure retention. C. To avoid giving him/her more than he/she can grasp.	A. Tell, show, illustrate, question carefully and patiently, use task analysis. B. Stress key points. C. Instruct clearly, completely, one step at a time. D. Keep your words to a minimum. Stress action words.
3. Try out learner's performance.	A. To be sure he/she has right method. B. To prevent wrong habit forming. C. To be sure he/she knows what he/she is doing and why. D. To test his/her knowledge. E. To avoid putting him/her on the job prematurely.	A. Have him/her perform the task and do not require that he/she explain what he/she is doing the first time through. If he/she makes a major error, assume the blame yourself and repeat as much of Step 2 as is necessary. B. Once he/she has performed the task correctly have him/her do it again and this time have him/her explain the steps and key points as he/she does the task. } most frequently neglected C. Ask questions to ensure that key points are understood. D. Continue until you know that he/she knows.
4. Followup.	A. To give him/her confidence. B. To be sure he/she takes no chances, and knows he/she is not left alone. C. To be sure he/she stays on the beam. D. To show your confidence in him/her.	A. Put him/her on his/her own; praise as fitting. B. Encourage questions; tell him/her where he/she can get help. C. Check frequently at first. D. Gradually reduce amount of checking.

*This chart is used by the U.S. Army to guide on-the-job training of civilian employees.

4. *What are the four major segments of on-the-job training?*

   Your Answer:

5. *What should be done to prepare the learner?*

   Your Answer:

6. *What are three purposes in presenting the task and showing the learner how to do it?*

   Your Answer:

7. *What are four steps that should be taken in presenting the task?*

   Your Answer:

8. *What are five purposes for letting a learner try to do the task while the instructor is watching?*

   Your Answer:

9. *What are four steps the instructor should take to see to it that the learner tries performance properly?*

   Your Answer:

10. *What step in letting learner try-out performance is most frequently neglected?*

    Your Answer:

11. *What are four steps the instructor can take in assuring that proper follow-up has taken place?*

    Your Answer:

Book Answer

4. - 11. Refer back to the chart on page 15 to check your responses.

Formal Apprenticeships

Apprenticeship programs usually combine on-the-job training with school programs. They are arranged in conjunction with craft groups and must be approved by an appropriate official agency. Their purpose is to help individuals learn an entire trade such as carpentry, plumbing, bricklaying, machining, etc.

In-House Informal Classes

When several people have to be trained at the same time, it sometimes pays to run small informal classes, either during, or immediately after, working hours*. Such classes can be highly effective because they can address themselves specifically to the needs which must be covered and therefore help employees quickly gain the necessary knowledge and skills.

Conduct of Informal Classes

In conducting brief classes with a few learners, there are a number of steps, quite similar to on-the-job training, that should be followed:

1. Prepare your lesson plan carefully to make efficient use of the class time. Be sure that all the materials are there that you will need and that you have an outline that reminds you of the points that you want to make.

   (Generally, it is better not to use prepared speeches. Few people can read a speech in such a way that it sounds natural and is interesting to listeners.)

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*State and federal laws have to be observed whenever employees are asked to attend classes after hours. The Labor Department in your state, or often your local Chamber of Commerce can provide information on the provision of laws that are applicable.

2. Ask the group for questions frequently (at least every five or six minutes) and allow enough time to answer questions so that you have some feeling of what additional learning, if any, has to take place for your learners to understand the lesson.

3. Allow learners to practice as much as possible, what they have learned. If necessary, hold only very short classes and send them out to practice on their jobs what was learned in class.

4. Demonstrate as much as possible how new knowledge can be applied on the job.

5. As in on-the-job training, be sure to follow up with the learners individually to help them overcome any lack of understanding and to correct any misunderstandings.

Outside Schools and Seminars*

Occasionally, for some subjects such as bookkeeping, typing, automobile mechanics, carpentry, etc., local schools provide classes. These classes can supplement on-the-job training and can help speed the learning process considerably. For this reason, such local classes are very popular with many firms.

In using outside schools and seminars, it is worthwhile to carefully study the course description to make sure it will satisfy the needs of your employee(s).

During the course and at the end of the course it is important to follow up to ensure that as much learning as possible has taken place:

1. Speak with the employees regularly, to make sure they are really learning what is being taught in class.

2. Help employees apply on the job what has been learned in class.

3. Answer any questions that may remain.

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*It is important to be aware that the firm may be required to pay for time which hourly employees spend in such classes. In general, this is the case if the outside classes are required and take the place of necessary on-the-job training. For specific information about these requirements, contact your state's Labor Department or check with your local Chamber of Commerce.

12. What are five steps to remember when conducting small classes?

Your Answer:

Job Rotation and Assignments

In situations where people should be able to perform in several positions or when you want to prepare an employee for advancement, job rotation and developmental job assignments can be valuable. Job rotation and assignments, of course, heavily utilize on-the-job training. Basically, an employee is placed into a different position and is expected to perform in that position or to learn it as if he or she were a new employee. At the end of a limited period of assignment, the employee is able to perform most of the duties of that job - maybe not as well as on her or his regular job, but sufficiently well so that he or she can help out when needed, or will be able to supervise it, or help another new person learn fundamentals.

Coaching

Basically, coaching follows the training cycle. It means:

1. Observing where knowledge or skill gaps prevent excellent performance.

2. Showing, from time to time, either through demonstration, or discussion, just how performance can be improved further.

3. Following up to see that new learning has taken hold and that the employee applies the new knowledge or the new skill.

In coaching, a supervisor or an experienced employee watches the new employee (or learner) on the job and helps her or him perform the job more effectively, i.e., with better quality, with greater speed, etc.

Coaching continues all the time. It is a manager's responsibility to coach her or his employees to help them gradually develop their skills. For an experienced employee, coaching concerns higher level skills in the current job and/or preparation for higher job responsibilities. But with people who have just finished their on-the-job training, coaching helps the employee to become fully proficient in basic duties and responsibilities.

13. *How does coaching differ from on-the-job training in purpose and in procedure?*

Your Answer:

14. *List six major methods that can be used to help someone learn new skills and acquire new knowledge.*

Your Answer:

Book Answer

12. *Five steps to remember with small classes are:*

    1. *prepare carefully*
    2. *frequently ask questions*
    3. *allow frequent practice*
    4. *demonstrate your points*
    5. *follow up*

Book Answer

13. *Where on-the-job training concerns all aspects of a job, coaching for the new or experienced employee often involves only the more difficult and complex aspects of the job. Procedurally, coaching follows most steps in the training cycle by:*

    1. *Analyzing training needs.*

    2. *Instructing the learner through demonstration, discussion, and training on just how performance can be improved.*

    3. *Following up to see that new learning is taking place and that the learner is able to apply the new knowledge and/or skill.*

Book Answer

14. *Six major methods which can be used to help someone learn new skills and acquire new knowledge are:*

    1. *On-the-job training.*
    2. *Formal apprenticeship.*
    3. *Use of schools and seminars.*
    4. *In-house informal classes with small groups.*
    5. *Job rotation and assignment.*
    6. *Coaching.*

ON-THE-JOB ACTIVITY 3

Select two employees, one where on-the-job training is necessary and one where coaching would be desirable and then lay out, on a piece of paper, the specific way you would implement the on-the-job procedure and coaching procedure with respect to each of these employees.

If possible, discuss your thoughts with a person whose opinion you respect and see what additional ideas come from such a discussion.

SUMMARY/CHECKLIST FOR PREPARING A TRAINING PLAN

Prepare a knowledge/skill profile using a job description or by observing the job and discussing it with an employee.

Identify learning priorities based on the importance of each individual knowledge or skill and the knowledge/skill gap of the employee.

Prepare a list of learning priorities and decide on how each item of knowledge or skill is to be acquired and the dates by when it is to be acquired.

Build a check for each knowledge or skill to make sure that the learning is taking place.

Provide for help which the employee may need.

Ensure that the employee receives recognition for any learning achievement.

Follow up to be sure that what has been learned is being properly applied on the job, and to see whether any additional training is required.

Arrange for coaching so that more sophisticated aspects of the job can be learned.

Continue to provide recognition until the job has been fully mastered.

CONDUCT OF TRAINING

When conducting the training for one of your people, it is important to keep some basic principles in mind:

1. Learners who are motivated will learn to master subjects faster and more thoroughly than learners who are less motivated. Learning more than the basic, minimum requirements of a job is difficult for many people and often considered hard work because it requires a lot of effort. Several steps can help:

    - o explain why learning is necessary
    - o decide with the person jointly, what he or she should learn, in what order, and by when
    - o make sure that the learning proceeds only as fast as the individual can handle it
    - o give the learner a chance to gain and master difficult material before being observed
    - o commend the individual for a job well done whenever something has been learned
    - o provide help when it becomes obvious that difficulty in learning occurs

2. Learning will be absorbed better and retained longer if it is directly related to, and can be applied to the job. For this reason it is important and better to teach those things that a person can immediately apply on the job first, and then proceed to other areas later.

3. Material that is learned and understood is likely to be retained better than material learned by rote memorization. Explaining why something has to be done the way it is being done will not only allow for a better understanding of the material, but will also give the employee reason to utilize the learned material.

4. Practice distributed over several periods is more efficient than one concentrated long practice. Spaced practices in which the learner is given other work to perform between practices, provides a useful interruption which helps to allow the learning to sink in.

5. The order in which material is learned is very important. Material that is to be learned first should be basic and simple, to act as a foundation upon which other knowledge can be built. This will provide the learner with a more thorough understanding of a subject.

6. Knowledge of results will help learners maintain motivation to continue the learning effort. Honest feedback will not only enable the learner to learn from her or his mistakes, but will also give the learner a sense of accomplishment toward reaching the program objectives. As previously mentioned, praise for learning will also heighten an individual's motivation and morale.

15. List eight factors that contribute to motivation to learn.

Your Answer:

EVALUATION OF RESULTS AND FOLLOW-UP

Evaluation of a training program should really be done to determine:

1. Whether the training has resulted in learning.

2. Whether the methods being used are the most effective methods.

3. Whether the cost of training is worth the results.

This evaluation can take various forms. Sometimes when considerable knowledge is to be acquired, it is worthwhile to give a formal test either in writing or verbally to see how much of it has indeed been learned. Such tests should be given in a way that the employee understands that their purpose is to identify what has not been learned, and not to evaluate competence.

Usually the best way to evaluate whether training has produced the desired results is to observe the employee as he or she performs a task or to check carefully the work that has been completed. Since the purpose of training and learning is to improve job performance, gearing follow-up procedures accordingly provides the most direct way to measure success.

It is also worthwhile to evaluate the methods used in training by:

- keeping track of which learning methods produced desirable results and which methods did not
- noting the cost of the training method in terms of your employees' time, your staffs' time, and the money you sank into the training effort

Evaluating the training method can be very valuable to planning future training programs. For example, if you know that it would take store personnel about 20 hours of on-the-job instruction to teach a new employee a skill which could be acquired through a $30 series of night classes at a local college, it would certainly be more efficient to choose the latter alternative.

Book Answer

15. Check your answers using the Motivation Checklist below.

SUMMARY/CHECKLIST FOR MOTIVATING AN INDIVIDUAL TO LEARN

Decide with the learner, jointly, what should be learned and by when.

Structure material, where possible, so that it can be related and applied directly to the job. Such material will be absorbed better and retained longer.

Cover basic and elementary material first to act as a foundation upon which other knowledge may be added.

Distribute or space practice sessions over several short time periods rather than setting one concentrated mass practice, where possible.

Ensure that the learning proceeds only as fast as the individual can handle it.

Give the learner a chance to learn and gain mastery over a segment of the material before being observed.

Provide help when it becomes obvious that difficulty in learning occurs.

Remember that material which is learned and understood is likely to be retained better than material learned by rote memorization or learned without understanding.

Provide feedback regarding the learner's performance. This will enable the learner to learn from her or him mistakes and will also give the learner a sense of accomplishment toward reaching the program objectives whenever learning does occur.

Commend a learner for a job well done whenever something is learned.

On the other hand, if the college night course doesn't accomplish its objectives, it would be an undesirable alternative.

Remember, too, that if you ask employees to take a course in school, you may be required to pay for their time while attending the course if you have made that course a condition of employment.

There is also a second aspect to follow-up. This is the recognition that employees receive for any learning that has taken place. It is important in helping people find motivation for additional learning, to see to it that they receive either certificates, commendation, or an announcement to others to indicate that the learning segment has been completed successfully. A pay raise at the end of the learning period is, of course, a very strong way to provide such recognition. It is therefore useful to tie extensive learning programs to the progression in income.

16. *What are the ways in which training results should be evaluated?*

Your Answer:

17. *What are two important aspects in following up on training?*

Your Answer:

Book Answer

16. Training results should be evaluated in terms of:

1. Whether the training has resulted in learning.

2. Whether the training methods being used are the most effective.

3. Whether the cost of training is worth the results.

Book Answer

17. Two important aspects in following up on training are:

1. Observing the extent to which the employee can indeed perform better on the job.

2. Seeing to it that the employee receives recognition for learning that has taken place. For example, after an employee has mastered a new skill, or completed a course, it is a good idea to encourage such programs by:

- *awarding certificates*
- *announcing the accomplishment to others*
- *commending for good performance during the learning period*
- *possibly even granting the employee a raise at the end of the learning period, or giving some other monetary or tangible reward.*

EMPLOYEE DEVELOPMENT

The purpose of employee development is to create a more effective organization. This means that each individual should have an opportunity to contribute to the limit of her or his capabilities. When filling the more advanced positions in your firm, employees who have proven themselves to be loyal are often likely to perform better than people who are more knowledgeable but hired from the outside. It is, therefore, to the advantage of your business to train people to learn the more difficult or complex jobs after they have demonstrated that they are fine people and that they are assets to your organization. This also gives you an opportunity

to prove to your people that there is a chance for advancement toward more satisfying careers. At the same time, it assures that you will have loyal people in the more difficult positions.

Obviously, developing existing employees is not possible everywhere. Some positions, such as engineering or accounting, require a considerable amount of formal learning. If your people do not have such training, it probably is not possible to promote them to those jobs unless they are willing to go to school at night or, in some other way, acquire the specialized knowledge.

When night courses are used, however, it is usually desirable to either pay the cost of tuition or to make contributions toward such costs. This will greatly encourage the employee to attend such courses. Some firms have employees pay for the courses initially, but then reimburse them after the courses have been taken.

Just as training for a specific job requires a plan, so does developing individuals to the limits of their capabilities.

These development plans, however, are broad in scope and therefore require much initiative on the part of the employee.

In effect, they require that goals be set for when the large chunks of learning are to be completed. As an example, several college courses may have to be taken at night; considerable reading and studying may have to be done; or a course of correspondence study may have to be completed. All these require that the learner assume fully responsibility for completion of the learning rather than the trainer. In on-the-job training, the instructor plays a larger part in controlling the content and pace of the learning which occurs and in checking to make sure that learning has indeed occurred.

The manager's primary role in development of subordinates is to provide guidance by suggesting what subjects should be learned and what skills should be acquired and in providing help when needed. Follow-up, at infrequent but regular intervals, is desirable to review progress, revise the goals or set new ones as may be necessary, and to assure that the learner receives encouragement and support.

After formal training, you, as the manager, can help the employee with assignments that will give her or him a chance to apply some of the things that were learned. Only when the employees are able to apply formal training to the job, can they be certain that you are sincere in trying to help them acquire new skills and knowledge.

18. *What are the major distinctions between training and development?*

    Your Answer:

19. *What are their implications for the preparation of a development plan?*

    Your Answer:

ON-THE-JOB ACTIVITY 4

Select a promising employee on your staff and, jointly with her or him, prepare a development plan for a position for which that employee could be prepared.

You may wish to use the development plan checklist on page 33 in doing so.

If possible, discuss your thoughts with a person whose opinion you respect and see what additional ideas come from such a discussion.

SUMMARY/CHECKLIST FOR AN EMPLOYEE DEVELOPMENT PLAN

Identify, with the employee, the position or assignments that would be of interest and those which he or she would be capable of performing.

Prepare a list of the knowledge and skills that should be acquired.

Decide upon appropriate methods and courses for the employee to learn each particular subject or skill.

Arrange for on-the-job assignments that will help the employee apply newly acquired knowledge.

Arrange to provide recognition for achievement.

Plan to create jobs or to promote individuals into jobs where newly acquired skills and knowledge can be applied.

Book Answer

18. The major distinctions between training and development are that:

- *development is intended to help people reach their highest potential while training is geared to competence on the current job*
- *development usually requires a considerable amount of formal training*

In employee development, it is primarily up to the learner to assume the responsibility for the completion of the learning.

Book Answer

19. The major implications which the distinction between training and development holds for the preparation of the development plan are:

- *goal setting should take place with the employee for formal education, and the employee is responsible for attaining the goals*
- *development requires infrequent but regular meetings to review accomplishment*
- *the manager's primary roles are to provide guidance and help when needed*
- *the manager should also arrange for job assignments which make use of newly acquired knowledge*

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